

Content Standards
for
Visual Arts

Prekindergarten

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Talk about their visual and tactile perceptions of the natural and human-made world.
- 1.2 Identify colors by name.
- 1.3 Name and describe objects by color and relative size.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Create patterns and three-dimensional arrangements (using manipulatives or blocks).
- 2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create artworks.
- 2.3 Experiment with colors through the use of a variety of drawing materials and paints.

Communication and Expression Through Original Artworks

- 2.4 Create a picture of themselves.
- 2.5 Create a picture of another person.
- 2.6 Use colors to draw or paint a picture of everyday objects.
- 2.7 Create a three-dimensional form.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify works of art that are in their daily lives.
- 3.2 Describe pictorial objects that appear in works of art.

Diversity of the Visual Arts

- 3.3 Talk about art objects from various places and times.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Talk about what they see in works of art.
- 4.2 Ask questions about works of art.

Make Informed Judgments

- 4.3 Talk about their own work and what they like about it.
- 4.4 Select works of art by others and tell what they like about it.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Create visual patterns (e.g., line, line, dot; line, line, dot) to match rhythms made by clapping or drumming the beat found in selected poems or songs.
- 5.2 Name colors and draw an object, using the colors (e.g., *red* balloon, *green* leaf, *brown* dog, *yellow* sun).

Visual Literacy

- 5.3 Identify images of self, friends, and family (including snapshots and the students' own artwork).

Career and Career-Related Skills

- 5.4 Talk about how art is used to illustrate stories.

Kindergarten

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Recognize and describe simple patterns found in the environment and works of art.
- 1.2 Name art materials introduced in lessons (e.g., clay, paint, and crayons).

Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Use lines, shapes, and colors to make patterns.
- 2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in the creation of a three-dimensional construction.
- 2.3 Make a simple collage with cut or torn paper shapes.

Communication and Expression Through Original Artworks

- 2.4 Paint pictures expressing their ideas about family and neighborhood.
- 2.5 Use lines in drawings and paintings to express feelings.
- 2.6 Use geometric shapes (circle, triangle, square) in a work of art.
- 2.7 Create a three-dimensional form, such as a real or imaginary animal.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Describe functional and nonutilitarian art they see in their daily lives.
- 3.2 Identify and describe artworks that show people doing things together.

Diversity of the Visual Arts

- 3.3 Look at and discuss artworks from a variety of times and places.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Talk about their own artwork, using appropriate art vocabulary (e.g., color, shape, texture).
- 4.2 Describe what they see (including both literal and expressive content) in selected works of art.

Make Informed Judgments

- 4.3 Talk about how they made a selected work of their art.
- 4.4 Give reasons why they like a particular artwork that they made, using appropriate art vocabulary.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management

of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Draw geometric shapes (e.g., circles, squares, and triangles) and repeat them in dance/movement sequences.
- 5.2 Look at and draw something used everyday (e.g., scissors, toothbrush, fork) and describe how the object is used.

Visual Literacy

- 5.3 Point out images (e.g., photographs, paintings, murals, ceramics, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

Career and Career-Related Skills

- 5.4 Talk about the various kinds of artwork (e.g., ceramics, paintings, sculpture) that artists create and discuss the media they use.

Grade One

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Describe and replicate repeated patterns in nature, in the environment, and in works of art.
- 1.2 Distinguish among various media when looking at works of art (e.g., clay, paints, drawing materials).

Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art in objects in nature, in the environment, and in works of art, emphasizing line, color, shape, and texture.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Use texture in two-dimensional and three-dimensional artworks.
- 2.2 Mix secondary colors from primary colors and describe the process.
- 2.3 Demonstrate beginning skill in the manipulation and use of sculptural materials (clay, paper, and papier maché) to create form and texture in an artwork.

Communication and Expression Through Original Artworks

- 2.4 Plan and use variations in line, shape, color, and texture to communicate ideas or feelings in artworks.
- 2.5 Create a representational sculpture based on people, animals, or buildings.

- 2.6 Draw or paint a still life, using secondary colors.
- 2.7 Use visual and actual texture in original works of art.
- 2.8 Create artwork based on observations of actual objects and everyday scenes.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Recognize and talk about the design of everyday objects from various time periods and cultures.
- 3.2 Identify and describe various subject matter in art (e.g., landscapes, seascapes, portraits, still life).

Diversity of the Visual Arts

- 3.3 View and then describe art from various cultures.
- 3.4 Identify art objects from selected cultures (e.g., Japanese screen painting, Mexican tin art, African masks).

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Talk about their own artwork and the work of classmates, focusing on selected elements of art (e.g., form, texture, line, color).
- 4.2 Identify and describe various reasons for making art.

Make Informed Judgments

- 4.3 Describe how they made a selected work of art, focusing on the media and technique.
- 4.4 Select something they like about their art and something they would change.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 **Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers**

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Clap out rhythmic patterns found in lyrics of music and then use symbols to create visual representations of the patterns.
- 5.2 Compare and contrast folk art objects from various time periods and cultures.

Visual Literacy

- 5.3 Identify and sort pictures into categories according to the elements of art emphasized in the works (e.g., color, line, shape, and texture).

Career and Career-Related Skills

- 5.4 Talk about objects designed by artists (e.g., furniture, appliances, cars) that are used at home and at school.

Grade Two

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe repetition and balance in nature, the environment, and works of art.
- 1.2 Perceive and discuss differences in mood created by warm and cool colors.

Analyze Art Elements and Principles of Design

- 1.3 Identify the elements of art in objects in nature, the environment, and works of arts, emphasizing line, color, shape, texture, and space.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Demonstrate beginning skill in the use of basic tools and art-making processes, such as printing, crayon rubbings, collage, and stencils.
- 2.2 Demonstrate beginning skill in the use of art media, such as oil pastels, watercolors, and tempera.

Communication and Expression Through Original Artworks

- 2.3 Depict the illusion of depth (space) in an artwork, using overlapping shapes, relative size, and placement in the picture plane.
- 2.4 Create a painting or drawing, using warm or cool colors expressively.
- 2.5 Use symmetry (bilateral or radial) to create visual balance.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Explain how artists use their work to share experiences or communicate ideas.
- 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures and time periods.

Diversity of the Visual Arts

- 3.3 Identify and discuss how art has been used in events and celebrations in various cultures, past and present.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Compare ideas expressed through their own artwork with ideas expressed in the work of others.
- 4.2 Compare different people's responses to the same work of art.

Make Informed Judgments

- 4.3 Use the vocabulary of art to talk about what they wanted to do in their artwork and how they succeeded.
- 4.4 Use appropriate vocabulary of art to describe the successful use of an element of art in an artwork.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Use placement, overlapping, and size differences to show opposites (e.g., up/down, in/out, over/under, together/apart, fast/slow, stop/go).
- 5.2 Select and use expressive colors to create mood and show personality within a portrait of a hero from long ago or the recent past.

Visual Literacy

- 5.3 Identify and sort pictures into categories according to expressive qualities (e.g., theme and mood).

Career and Career-Related Skills

- 5.4 Talk about artists in the community who create different kinds of artwork (e.g., prints, ceramics, paintings, sculpture).

Grade Three

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Perceive and describe rhythm and movement in works of art and in the environment.
- 1.2 Describe how artists use tints and shades in painting.
- 1.3 Identify and describe how foreground, middle ground, and background are used to create the illusion of space.
- 1.4 Compare and contrast two artworks made by the use of different art tools and media (e.g., watercolor, tempera, computer).

Analyze Art Elements and Principles of Design

- 1.5 Identify and describe elements of art in works of art emphasizing line, color, shape, texture, space, and value.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Explore ideas for art in a personal sketchbook.
- 2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.

Communication and Expression Through Original Artworks

- 2.3 Paint or draw a landscape, seascape, or cityscape that shows the illusion of space.
- 2.4 Create artwork based on the observation of objects and scenes in daily life, emphasizing value changes.

- 2.5 Create an imaginative clay sculpture based on an organic form.
- 2.6 Create an original artwork emphasizing rhythm and movement, using a selected printing process.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Compare and describe various artworks from different time periods that use a similar theme.
- 3.2 Research and identify artists from his or her own community, county, or state and discuss local or regional art traditions.
- 3.3 Distinguish between and describe representational, abstract, and nonrepresentational works of art.

Diversity of the Visual Arts

- 3.4 Identify and describe objects from different parts of the world when visiting a museum or gallery (e.g., puppets, masks, containers).
- 3.5 Write about an artwork that reflects the student's own cultural background.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Point out similarities and differences in selected works of art and describe them, using appropriate vocabulary of art.

Make Informed Judgments

- 4.2 Identify successful and less successful compositional and expressive qualities of their own artwork and describe what they would do to improve it.
- 4.3 Select another artist's work and, using appropriate vocabulary of art, explain its successful compositional and communicative qualities.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Describe how costumes contribute to the meaning of a dance.
- 5.2 Write a poem or story that is inspired by their own artwork.

Visual Literacy

- 5.3 Look at images in figurative artworks and predict what might happen next, telling what clues in the work support their ideas.

Career and Career-Related Skills

- 5.4 Describe how artists have affected people's lives (e.g., architects, book illustrators, muralists, industrial designers).

Grade Four

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Visual Arts Vocabulary

- 1.1 Perceive and describe contrast and emphasis in works of art and the environment.
- 1.2 Describe how negative shapes and positive shapes are used in a chosen artwork.
- 1.3 Identify pairs of complementary colors (yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.
- 1.4 Describe the concept of proportion (in face, figure) as used in works of art.

Analyze Art Elements and Principles of Design

- 1.5 Describe and analyze the elements of art (color, shape, line, texture, space and value), emphasizing form, as they are used in works of art and found in the environment.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).
- 2.2 Use the conventions of facial and figure proportions in a figure study.
- 2.3 Use additive and subtractive processes in making simple sculptural forms.
- 2.4 Use fibers or other materials to create a simple weaving.

Communication and Expression Through Original Artwork

- 2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.
- 2.6 Use the interaction between positive and negative space expressively in an artwork.
- 2.7 Use contrast (light and dark) expressively in an original work of art.
- 2.8 Use complementary colors in an original composition to show contrast and emphasis.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Describe how art plays a role in reflecting life (e.g., photography, pottery, quilts, architecture).

Diversity of the Visual Arts

- 3.2 Identify and discuss the content of artworks of the past and present, focusing on the different cultures that have contributed to California's history and art heritage.
- 3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.
- 4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.
- 4.3 Discuss how the selection of media relates to the meaning or purpose of a work of art.

Make Informed Judgments

- 4.4 Recognize and describe how various cultures define and value art differently.
- 4.5 Describe how individual experiences of an artist may influence the development of specific artworks.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Select a nonobjective painting, work in small groups to interpret it through dance/movement, and then write a paragraph reporting on the arts experience.
- 5.2 Research twentieth-century artists who have incorporated symmetry as part of their artwork and then create an artwork, using bilateral or radial symmetry.

Visual Literacy

- 5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.

Career and Career-Related Skills

- 5.4 Read biographies and stories about artists and summarize the readings in short reports, telling how the artists mirrored or affected their time period or culture.

Grade Five

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony.
- 1.2 Recognize and describe characteristics of representational, abstract, and non-representational works of art.

Analyze Art Elements and Principles of Design

- 1.3 Use their knowledge of all the elements of art to describe similarities and differences in artworks and in the environment.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Use one-point perspective to create the illusion of space.
- 2.2 Create gesture and contour observational drawings.
- 2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography).

Communication and Expression Through Original Artwork

- 2.4 Create an expressive abstract composition based on real objects.
- 2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony.

- 2.6 Use perspective in an original work of art to create a real or imaginary scene.
- 2.7 Communicate values, opinions, or personal insights through an original work of art.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Describe how local and national art galleries and museums contribute to the conservation of art.
- 3.2 Identify and describe various fine traditional and folk arts from historical periods worldwide.

Diversity of the Visual Arts

- 3.3 Identify and compare artworks from various regions of the United States.
- 3.4 View selected artworks from a major culture and observe changes in materials and styles over a period of time.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Identify how selected principles of design are used in a work of art and how they contribute to their personal responses to the work and its evaluation.
- 4.2 Compare the different purposes of a specific culture for creating art.

Make Informed Judgments

- 4.3 Develop and use specific criteria individually and in groups to assess works of art.
- 4.4 Assess their own artwork, using specific criteria, and describe what changes they would make to improve it.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Use linear perspective to depict geometric objects in space.

Visual Literacy

- 5.2 Identify and design icons, logos, and other graphic devices as visual symbols for ideas and information.

Career and Career-Related Skills

- 5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment.

Grade Six

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Visual Arts Knowledge and Vocabulary

- 1.1 Identify and describe *all* the elements of art found in selected artworks (color, shape, line, texture, space, form, and value).
- 1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.
- 1.3 Describe how artists can show the same theme by using different media and styles.

Analyze Art Elements and Principles of Design

- 1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, and radial).

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Use various observational drawing skills to depict a variety of subject matter.
- 2.2 Apply the rules of two-point perspective in creating a thematic work of art.
- 2.3 Create a drawing using varying tints, shades, and intensities.

Communication and Expression Through Original Artwork

- 2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.
- 2.5 Select specific media and processes to express moods, feelings, themes, or ideas.
- 2.6 Use technology to create original artworks.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).
- 3.2 View selected artworks from a culture and describe how the artworks within the culture have changed or not changed in theme and content over a period of time.

Diversity of the Visual Arts

- 3.3 Compare, in oral or written form, traditional images or designs from at least two selected cultures.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Construct and describe plausible interpretations of what they perceive in works of art.
- 4.2 Identify and describe some ways in which their culture is reflected in their artwork.

Make Informed Judgments

- 4.3 Develop specific criteria individually or in groups to assess and critique works of art.
- 4.4 Change, edit, or rework their artwork after a critique, articulating reasons for their changes.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Research how art was used in theatre productions in the past and is now being used.
- 5.2 Research how traditional characters (such as the *trickster*) found in a variety of cultures past and present are represented in illustrations.
- 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.

Visual Literacy

- 5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.

Career and Career-Related Skills

- 5.5 Establish criteria to use for selecting artwork for a specific type of art exhibition.

Grade Seven

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.
- 1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.

Analyze Art Elements and Principles of Design

- 1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).
- 1.4 Analyze and describe how the elements of art and principles of design contribute to the expressive qualities of their own works of art.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Develop increasing skill in the use of at least three different media.
- 2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.
- 2.3 Develop skill in using mixed media while guided by a selected principle of design.
- 2.4 Develop skill in the techniques of mixing paints and in showing color relationships.

Communication and Expression Through Original Artwork

- 2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional artworks.
- 2.6 Create original artwork, using film, photography, computer graphics, or video.
- 2.7 Create a series of artworks that express a personal statement demonstrating skill in applying the elements of art and the principles of design.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Research and describe how art reflects cultural values in various traditions throughout the world.

Diversity of the Visual Arts

- 3.2 Compare and contrast artworks from various periods, styles, and cultures and explain how those artworks reflect the society in which they were made.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Explain the intent of a personal work of art and draw possible parallels between that artwork and the artwork of a recognized artist.
- 4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) in works of art.

Make Informed Judgments

- 4.3 Take an active part in a small-group discussion about the artistic value of specific works of art in which a wide range of the viewpoints of peers are considered.
- 4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.

- 4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the piece.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.
- 5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.

Visual Literacy

- 5.3 Examine art, photography, and other two- and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.

Career and Career-Related Skills

- 5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.

Grade Eight

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Use artistic terms when describing the intent and content of their own artworks or the artworks of others.

Analyze Art Elements and Principles of Design

- 1.2 Analyze and justify how their artistic choices contribute to the expressive quality of their artwork.
- 1.3 Analyze the use of the elements of art and principles of design as they relate to the meaning in video, film, or electronic media.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Demonstrate an increased knowledge of technical skills in using more complex two-dimensional art media and processes (e.g., printing press, silk screening, photoshop).
- 2.2 Design and create maquettes for three-dimensional sculptures.

Communication and Expression Through Original Artwork

- 2.3 Create original artwork, using film, photography, computer graphics, or video.
- 2.4 Design and create a expressive figurative sculpture.
- 2.5 Select a medium to use to communicate a theme in a series of artworks.
- 2.6 Design and create both additive and subtractive sculptures.

- 2.7 Design a work of public art appropriate for and reflecting a location.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Examine and describe or report on the role of artwork created to make a social comment or protest social conditions.
- 3.2 Compare, contrast, and analyze styles of art from a variety of times and places in Western and non-Western cultures.

Diversity of the Visual Arts

- 3.3 Identify major works of art created by women and describe their impact on the society of the time.
- 3.4 Discuss the contributions of various immigrant cultures on the art of a particular society.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 1.3 Define their own point of view and investigate how it affects their interpretation of art from cultures other than their own.
- 1.4 Develop a theory about the artist's intent in a series of artworks, using reasoned statements to support personal opinions.
- 4.3 Construct an interpretation of a work of art based on the form and content of the work.

Make Informed Judgments

- 4.4 Develop and apply a set of criteria individually or in groups to assess and critique works of art.
- 4.5 Present a reasoned argument about the artistic value of an artwork and respond to the arguments put forward by others within a classroom critique setting.
- 4.6 Select a grouping of their own artwork that reflects growth over time and describe the progression.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Select a favorite artist and some of his or her artwork and create a music video that express personal ideas and views about the artist.
- 5.2 Create a painting, satirical drawing, or editorial cartoon that expresses personal opinions about current social or political issues.

Visual Literacy

- 5.3 Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, internet) on all aspects of society.

Career and Career-Related Skills

- 5.4 Work collaboratively with a community artist to create a work of art such as a mural and write a report about the skills needed to become a professional artist.

Grades Nine Through Twelve— Proficient

Note: The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of the visual arts after the student has attained the level of achievement in visual art required of all students in grade eight.

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Identify and use the principles of design to discuss, analyze, and write about visual aspects in the environment and in works of art, including their own.
- 1.2 Describe the principles of design as used in works of art, focusing on dominance and subordination .

Analyze Art Elements and Principles of Design

- 1.3 Research and analyze the work of an artist and write about the artist's distinctive style and its contribution to the meaning of the work.
- 1.4 Analyze and describe how the composition of an artwork is affected by the use of a particular principle of design.

Impact of Media Choice

- 1.5 Analyze the materials used by a given artist and describe how its use influences the meaning of the work.
- 1.6 Compare and contrast similar styles of artwork done in electronic media with those done in traditional visual arts materials.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Solve a visual arts problem that involves the effective use of the elements of art and principles of design.
- 2.2 Prepare a portfolio of original two and three-dimensional artworks that reflects refined craftsmanship and technical skills.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).
- 2.4 Review and refine observational drawing skills.

Communication and Expression Through Original Artwork

- 2.5 Create an expressive composition, focusing on dominance and subordination.
- 2.6 Create a two- or three-dimensional artwork that addresses a social issue.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify similarities and differences in the purposes of art created in selected cultures.
- 3.2 Identify and describe the role and influence of new technologies on contemporary artwork.

Diversity of the Visual Arts

- 3.3 Identify and describe trends in the visual arts and discuss how the diverse issues of time, place, and cultural influence are reflected in selected artworks.
- 3.4 Discuss the purposes of art in selected contemporary cultures.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Articulate how people's personal beliefs, cultural traditions, and current social, economic, and political contexts influence the way they interpret the meaning or message in an artwork.
- 4.2 Compare the ways in which the meaning of specific artwork has been affected over time because of changes in interpretation and context.

Make Informed Judgments

- 4.3 Formulate and support a position regarding the aesthetic value of a specific work of art and change or defend that position after weighting the views of others.
- 4.4 Articulate the process and rationale for refining and reworking one of their own artworks.
- 4.5 Employ the conventions of art criticism in writing and speaking about artworks.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Design an advertising campaign for a school theatre or dance production, creating images that represent characters and major events in the production.
- 5.2 Create an artwork that communicates a cross-cultural or universal theme taken from literature or history.

Visual Literacy

- 5.3 Compare and contrast the ways in which different media (television, newspapers, magazines) cover the same art exhibition.

Career and Career-Related Skills

- 5.4 Demonstrate an understanding of the various skills of an artist, art critic, art historian, art collector, art gallery owner, and philosopher of art (aesthethician).

Grades Nine Through Twelve— Advanced

Note: The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of the visual arts and subsequent to attaining the proficient level of achievement.

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts

Students perceive and respond to works of art, objects in nature, events, and the environment. They use the vocabulary of the visual arts to express their observations.

Develop Perceptual Skills and Visual Arts Vocabulary

- 1.1 Analyze and discuss complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual in works of art.
- 1.2 Discuss a series of their original works, using appropriate vocabulary of art.
- 1.3 Analyze their works as to personal direction and style.

Analyze Art Elements and Principles of Design

- 1.4 Research two periods of painting, sculpture, film, or other media and discuss their similarities and differences, using the language of the arts.
- 1.5 Compare how distortion is used in photography or video with how the artist uses distortion in painting or sculpture.
- 1.6 Describe the use of the elements of art to express mood in one or more of their works of art.

Impact of Media Choice

- 1.7 Select three works of art from their art portfolio and discuss the intent of the work and the use of art media.
- 1.8 Analyze the works of a well-known artist as to the art media selected and the effect of that selection on the artist's style.

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original artworks.

Skills, Processes, Materials, and Tools

- 2.1 Create original works of art of increasing complexity and skill in a variety of media that reflect their feelings and point of view.
- 2.2 Plan and create artworks that reflect complex ideas, such as distortion, color theory, arbitrary color, scale, expressive content, and real versus virtual.
- 2.3 Assemble and display objects or artworks as part of a public exhibition.

Communicate and Express Through Original Artwork

- 2.3 Demonstrate in their visual artworks a personal style and an advanced proficiency in communicating an idea, theme, or emotion.
- 2.4 Use innovative visual metaphors in creating artworks.
- 2.5 Present a universal concept in a multimedia artwork that demonstrates knowledge of technology skills.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding the Visual Arts in Relation to History and Culture

Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to visual arts and artists.

Role and Development of the Visual Arts

- 3.1 Identify contemporary styles and discuss the diverse social, economic, and political developments reflected in the artworks examined.
- 3.2 Identify contemporary artists worldwide who have achieved regional, national, or international recognition and discuss ways in which their work reflects, plays a role in, and influences present-day culture.

Diversity of the Visual Arts

- 3.3 Investigate and discuss universal concepts expressed in artwork from diverse cultures.
- 3.4 Research the methods art historians use to determine the time, place, context, value and culture that produced a given work of art.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works in the Visual Arts

Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, principles of design, and aesthetic qualities.

Derive Meaning

- 4.1 Describe the relationship involving the art maker (artist), the making (process), the artwork (product), and the viewer.
- 4.2 Identify the intentions of artists creating contemporary artworks and explore the implications of those intentions.
- 4.3 Analyze and articulate how society influences the interpretation and message of artwork.

Make Informed Judgments

- 4.4 Apply various theoretical perspectives to their own work and the work of others in classroom critiques.
- 4.5 Construct a rationale for the validity of a specific work of art—one that falls outside their conceptions of art.
- 4.6 Develop written criteria for the selection of a body of work from their portfolios that represents significant achievements.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

5.0 Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Students apply what they learned in visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources, which contribute to lifelong learning and career skills. They learn about careers in and related to the visual arts.

Connections and Applications

- 5.1 Speculate on how advances in technology might change the definition and function of visual art.

Visual Literacy

- 5.3 Compare and contrast artwork, probing beyond the obvious and identifying psychological content found in the symbols and images.

Career and Career-Related Skills

- 5.5 Prepare portfolios of their original artwork for a variety of purposes (e.g., review for postsecondary application, exhibition, job application and personal collection).
- 5.5 Investigate and report on the essential features of modern or emerging technologies that currently affect or will affect visual artists and the definition of the visual arts.

Glossary of Terms Used in the Visual Arts Content Standards

abstract	Artwork in which the subject matter is stated in a brief, simplified manner; little or no attempt is made to represent images realistically, and objects are often simplified or distorted.
Additive	The process of joining a series of parts together to create a sculpture.
Aerial perspective	Aerial or atmospheric perspective is achieved by using bluer, lighter, and duller hues for distant objects in a two-dimensional work of art.
Aesthetics	A branch of philosophy; the study of art and theories about the nature and components of aesthetic experience.
Analogous	Closely related colors; a color scheme that combines several hues next to each other on the color wheel.
Arbitrary colors	Colors selected and used without reference to those found in the real world.
Art criticism	An organized system for looking at the visual arts; a process of appraising what we want students to know and be able to do.
art elements	See <i>elements of art</i> .
assemblage	A three-dimensional composition in which a collection of objects is unified in a sculptural work.
asymmetry	A balance of parts on opposite sides of a perceived midline, giving the appearance of equal visual weight.

atmospheric perspective	Also called <i>aerial perspective</i> . Uses bluer, lighter, and duller colors for distant objects in a two-dimensional work of art.
background	The part of the picture plane that seems to be farthest from the viewer.
balance	The way in which the elements in visual arts are arranged to create a feeling of equilibrium in an artwork. The three types of balance are symmetry, asymmetry, and radial.
collage	An artistic composition made of various materials (e.g., paper, cloth, or wood) glued on a surface.
color	The visual sensation dependent on the reflection or absorption of light from a given surface. The three characteristics of colors are hue, intensity, and value.
color relationships	Also called <i>color schemes</i> or <i>harmonies</i> . They to the relationships of colors on the color wheel. Basic color schemes include monochromatic, analogous, and complementary.
color theory	An element of art. Color has three properties: hue, value and intensity.
complementary colors	Colors opposite one another on the color wheel. Red/green, blue/orange, yellow/violet are complementary colors.
composition	The organization of elements in a work of art.
content	Message, idea, or feelings expressed in a work of art.
contour drawings	The drawing an object as though the drawing tool is moving along all the edges and ridges of the form.
contrast	Differences between two or more elements (e.g., value, color, texture) in a composition; juxtaposition of dissimilar elements in a work of art. Also, the degree of difference between the lightest and darkest parts of a picture.
cool colors	Colors suggesting coolness: blue, green and violet.
curvature	The act of curving or bending; one of the characteristics of line.
curvilinear	Formed or enclosed by curved lines.
design	The plan, conception, or organization of a work of art; the arrangement of independent parts (the elements of art) to form a coordinated whole.

distortion	Condition of being twisted or bent out of shape. In art, distortion is often used as an expressive technique.
dominance	The importance of the emphasis of one aspect in relation to all other aspects of a design.
elements of art	Sensory components used to create and talks about works of art: line, color, shape/form, texture, value, space.
emphasis	Special stress given to an element to make it stand out.
expressive content	Ideas that express ideas and moods.
figurative	Pertaining to the human figure.
foreground	Part of a two-dimensional artwork that appears to be nearer the viewer or in the front. <i>Middle ground</i> and <i>background</i> are the parts of the picture that appear to be farther and farthest away.
focal point	The place in a work of art at which attention becomes focused because of an element emphasized in some way.
form	<ol style="list-style-type: none">1. A three-dimensional volume or the illusion of three dimensions; related to shape (which is 2-D).2. The particular characteristics of an artwork's visual elements (as distinguished from its subject matter or content).
function	Purpose and use of a work of art.
genre	The representation of people, subjects, and scenes from everyday life.
gesture drawing	The drawing of lines quickly and loosely to show movement in a subject.
harmony	The principle of design that creates unity within a work of art.
hue	Refers to the name of a color (e.g., red, blue, yellow, orange).
installation art	Refers to the hanging of ordinary objects on museum walls or the combining of found objects to create something completely new. Later, installation art was extended to include art as a concept.

intensity	Also called <i>chroma</i> or <i>saturation</i> . It refers to the brightness of a color (a color is full in intensity only when pure and unmixed). Color intensity can be changed by adding black, white, gray, or an opposite color on the color wheel.
line	A point moving in space. Line can vary in width, length, curvature, color, or direction.
line direction	Horizontal, vertical, diagonal.
line quality	The unique character of a drawn line as it changes lightness/darkness, direction, curvature, or width.
linear perspective	A graphic system used by artists to create the illusion of depth and volume on a flat surface. The lines of buildings and other objects in a picture are slanted, making them appear to extend back into space.
mass	The outside size and bulk of a form, such as a building or a sculpture; the visual <i>weight</i> of an object.
maquette	A small preliminary model (as of a sculpture or a building).
media	1. Plural of <i>medium</i> referring to materials used to make art. 2. Categories of art (e.g. painting, sculpture, film).
middle ground	Area of a two-dimensional work of art between foreground and background.
mixed media	An artwork in which more than one type of art material is used to create the finished piece.
monochromatic	A color scheme involving the use of only one hue that can vary in value or intensity.
mood	The state of mind or feeling communicated in a work of art, frequently through color.
motif	A unit repeated over and over in a pattern. The repeated motif often creates a sense of rhythm.
movement	The principle of design that deals with the creation of action.
multimedia	Computer programs that involve users in the design and organization of text, graphics, video, and sound in one presentation.

negative	Shapes or spaces that are or represent the areas unoccupied by objects.
neutral colors	Black, white, gray, and variations of brown. They are included in the color family called <i>earth colors</i> .
nonobjective	Having no recognizable object as an image. Also called <i>nonrepresentational</i> .
observational drawing skills	Drawing skills learned while observing firsthand the object, figure or place.
one-point perspective	A way to show 3-D objects on a 2-D surface. Lines appear to go away from the viewer meet at a single point on the horizon known as the <i>vanishing point</i> .
organic	Refers to shapes or forms having irregular edges or to surfaces or objects resembling things existing in nature.
pattern	Anything repeated in a predictable combination.
performance art	A type of art in which events are planned and enacted before an audience for aesthetic reasons.
perspective	A system for representing three-dimensional objects viewed in spatial recession on a two-dimensional surface.
point of view	The angle from which the viewer see the objects or scene.
portfolio	A systematic, organized collection of student work.
positive	Shapes or spaces that are or represent solid objects.
printmaking	The transferring of an inked image from one surface (from the plate or block) to another (usually paper).
primary colors	Red, yellow and blue. From these all other colors are mixed.
principles of design	The organization of works of art. They involve the ways in which the elements of art are arranged (balance, contrast, dominance, emphasis, movement, repetition, rhythm, subordination, variation, unity).
properties of color	Characteristics of colors: hue, value, intensity.
proportion	The size relationships of one part to the whole and of one part to another.

rectilinear	Formed or enclosed by straight lines.
reflection	Personal and thoughtful consideration of an artwork, an aesthetic experience, or the creative process.
rhythm	Intentional, regular repetition of lines or shapes to achieve a specific repetitious effect or pattern.
rubric	A guide for judgment or scoring, a description of expectations.
scale	Relative size, proportion; used to determine measurements or dimensions within a design or artwork.
sculpture	Three-dimensional artwork that is either in the round (to be viewed from all sides) or bas relief (low relief in which figures protrude slightly from the background).
secondary colors	Colors that are mixtures of two primaries. Red and yellow make orange, yellow and blue make green, blue and red make violet.
shade	Color with black added to it.
shape	A two-dimensional area or plane that may be open or closed, free-form or geometric. It can be found in nature or is made by humans.
space	The emptiness or area between, around, above, below, or contained within objects. Shapes and forms are defined by the space around and within them, just as spaces are defined by the shapes and forms around and within them.
still life	Arrangement or artwork showing a collection of inanimate objects.
structure	The way in which parts are arranged or put together to form a whole.
style	A set of characteristics of the art of a culture, a period, or school of art. It is the characteristic expression of an individual artists.
stylized	Simplified; exaggerated.
subordination	Making an element appear to hold a secondary or lesser importance within a design or work of art.
subtractive	Sculpting method produced by removing or taking away from the original material (the opposite of <i>additive</i>).

texture	The surface quality of materials, either actual (tactile) or implied (visual). It is one of the elements of art.
theme	An idea based upon a particular subject.
three-dimensional	Having height, width, and depth (also referred to as 3-D).
tint	Color with white added to it.
tone	Color with gray added to it.
two-dimensional	Having height and width but not depth (2-D).
two-point perspective	A system to show 3-D objects on a 2-D surface. The illusion of space and volume utilizes two vanishing points on the horizon line.
unity	A principle of design that connects a variety of elements of art and principles of design into a work of art with harmony and balance.
value	Lightness or darkness of a hue or neutral color. A <i>value scale</i> shows the range of values from black to white.
value scale	A value scale shows the range of values from black to white and light to dark.
vanishing point	In perspective drawing a point at which receding lines seem to converge.
virtual	An image that is of the imagination, not of the real world.
variety	A principles of art concerned with combining one or more elements of art in different ways to create interest.
visual literacy	Includes <i>thinking</i> and <i>communication</i> . Visual thinking is the ability to transform thoughts and information into images; visual communication takes place when people are able to construct meaning from the visual image.
visual metaphor	Images in which characteristics of objects are likened to one another and represented as that other. They are closely related to concepts about symbolism.
volume	Refers to the space within a form (e.g., in architecture, volume refers to the space within a building).

warm colors

Colors suggesting warmth: red, yellow and orange.

watercolor

Transparent pigments mixed with water. Paintings done with this medium are known as *watercolors*.